



## Inspection Report

**Troedyrhiw Early Days Support (TEDS)**

**Troedyrhiw Early Days School  
The Willows  
Bridge Street  
Troedyrhiw  
CF48 4DX**



**Date Inspection Completed**

12/07/2021

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## About Troedyrhiw Early Days Support (TEDS)

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Pauline Rees Pauline Barnett Rhian Barnett
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	<b>This is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'</b>

## Summary

This is an inspection undertaken during the Covid19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children are happy and settle well. They have opportunities to develop independence and develop their skills through a wide range of planned activities. Children are able to lead their own learning and follow their interests during free play and can access a very good range of resources independently. Children form close bonds with each other and staff, making them feel safe and secure.

Staff are well qualified, professional and have a very good understanding of how to keep children safe and healthy. They have implemented new policies and procedures in response to Covid-19 effectively. Staff keep detailed records of children's progress and understand their individual needs. They plan a wide range of activities that are stimulating and appeal to children's interests.

The environment is clean, welcoming and well organised. Resources are plentiful and of good quality. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks. The outdoor play area is secure and well resourced. It is well utilised, providing plenty of opportunities for children to be physically active.

Leadership and management of the service is effective. The management team has a clear vision for the service and shares this with staff. Managers support staff well and they have good development opportunities to keep their skills and knowledge up to date, although they had not had formal supervision and appraisal recently. There are good policies, procedures and records in place. Parents are very complimentary, and speak highly of the staff and the care their children receive.

## Well-being

Children are happy and settle well at the nursery. They can choose their activities and access resources easily. Children know they will receive help or support if they ask for it. They know the daily routines. For example, children know to wash their hands before lunch. Children see their work displayed and celebrated and they enjoy receiving praise for their efforts. Children join in enthusiastically with activities and are confident to express their opinions because they know care staff will listen to them. For example, we heard children requesting songs and stories during circle time. They know that staff will respect their likes and dislikes. For example we observed a child being offered more apple because staff knew it was their favourite. Children feel a sense of belonging and this helps them to feel safe and secure.

Children are beginning to develop friendships in line with their age and stage of development. They play happily with, or alongside other children and are learning to share and take turns. We heard children chatting happily with staff and peers during snack time. One child made a shape with their fruit and said *"Look I made a diamond"*. They showed very good manners, using 'please' and 'thankyou' with very little prompting. Children are beginning to manage their own behaviour, for example sitting on the carpet listening intently to story time.

Children enjoy their time at the nursery and persevere to complete activities and learn new skills. They know that they can choose not to take part in an activity and make choices about where they play. We saw that some children choose to play indoors while other prefer to be outside. Children have plenty of opportunities to play outdoors, get fresh air, and exercise which they clearly enjoy. We observed children engaged in physical activities such as using ride on toys.

Most children develop independence skills appropriate to their age and ability. They help to clear away after activities and wash their hands with minimal support. They develop new skills and language. For example, we heard children joining in with an activity about the senses. They joined in enthusiastically to complete the sentences such as *"We smell with our nose"* and *"We see with our eyes"*

## Care and Development

Staff are knowledgeable and conscientious about keeping children safe and healthy. There are rigorous safeguarding procedures in place and staff understand how to identify and report any concerns. They receive regular training and keep up to date with relevant changes. Staff record all information, which relates to children's welfare, appropriately. Parents sign accident and incident records and the people who run the nursery monitor these regularly. All staff have first aid and food hygiene training. They promote healthy eating by offering snacks such as cereal, fruit and toast with milk or water. Children eat very well and there is plenty of food available. Staff share and carefully monitor information about children's allergies, likes and dislikes.

Staff undertake monthly fire evacuation drills so children know what to do in an emergency. They keep a record of these but some records we saw did not include a date and could include more detail such as lessons learned, in order to improve future practice. Staff support children to develop the skills to make healthy lifestyle choices, which includes good hygiene practices. Regular hand washing is encouraged and social distancing maintained as far as possible. Non-essential visitors do not enter the building when children are present.

Staff act as positive role models and have a caring nature with the children. They are consistent in their approach to managing behaviour and are mindful of the children's age and understanding. They speak calmly to the children and use distraction effectively to avoid unwanted behaviour occurring. On the day of the inspection, behaviour was very good.

Staff support children's learning and development very well. They provide a relaxed and nurturing environment where children are confident to learn. Key workers provide consistent care. They carry out regular observations of children and provide activities to support the development of new skills. Staff support children with additional learning needs effectively and meet their individual needs. They attend multi agency meetings for the children they support and produce individual plans to support their development. All children have one page profiles which identify children's strengths and how best to support them.

During the pandemic, staff provided support for children who were unable to attend the service. This included a bag of activities, including chalk, puppets and skipping ropes, which parents could use with their children at home. People who run the service told us that they plan to send these bags home with all children during the summer holiday.

## Environment

The environment is safe, secure and welcoming. Staff are vigilant and supervise children closely at all times. The ratio of staff to children is usually higher than required by National Minimum Standards. Staff complete daily safety checks to identify and where possible eliminate any risks to children's safety. Registers record the times children arrive at and leave the premises. Managers keep records of all visitors to the setting although during the Covid 19 pandemic non-essential visitors do not enter the building. There are rigorous risk assessments in place for all areas of the setting. Records show all regular and routine maintenance checks for the building and appliances are in place.

The environment is clean and well maintained and provides light and attractive areas for children to explore. Staff consistently complete daily cleaning schedules and additional cleaning when needed. For example, we saw a member of staff using antibacterial cleaner after a child had sneezed. Staff clean tables before and after food is served and regularly clean floors.

Children have free flow access to outside. The outdoor play space has a good range of resources and allows children to be physically active. They are able to take appropriate risks in a safe environment. Staff display children's work and celebrate their achievements. Key Welsh language enhances displays.

There is a wide range of good quality resources and the layout promotes children's independence. There are sufficient resources such as art and craft material for children to have good variety and choice. Resources are stored at low level, allowing children to choose what they want to play with. Furniture is of suitable size and design for the age range of the children. Staff promote multiculturalism with a good range of resources such as books, games and dolls.

## Leadership and Management

People who run the service are skilled and experienced and overall, manage the service to a very high standard. There is a clear statement of purpose in place, which provides an accurate picture of how the service runs, and reflects any changes as needed. Leaders have a clear vision for the service and this is shared with staff. They have high expectations of staff and support and challenge them to do their best. There are clear policies and procedures and staff work consistently in line with these.

Leaders undertake an annual self-assessment of the service, which takes into account the views of children, parents, staff and outside agencies such as local authority advisory staff. They identify strengths and areas for improvement. The people who run the service work hard to ensure that they deliver high quality care and the fact that they have not received any formal complaints reflects this.

Staff are well qualified and managers ensure that the recruitment procedure is robust. There is a very stable and consistent staff team, many of whom have worked at the service for a number of years. Staff reported that they feel well supported by the people who run the service and have very good opportunities to develop their skills and knowledge. They have clear roles and responsibilities. Records show that leaders have not undertaken formal supervision and appraisal meetings with staff. They addressed this immediately and all staff had an appraisal meeting in the week following the inspection. They provided us with a timetable for termly supervision, which they will record formally.

The people who run the service have strong relationships with partners. They told us that they have regular visits from local authority advisory staff and have good links with local schools. Staff supporting children with additional learning needs attend multi agency meetings and implement advice they receive, for example, from health professionals. They keep parents well informed of their children's progress through e-mails, telephone conversations and a secure social media site. We spoke to parents who were very complimentary about the service and they were all confident to leave their children there. They all reported that staff are friendly and approachable and they know the key worker. Parents recognise that staff go over and above with gestures such as sending activity packs home for times when children cannot attend.



## **Recommendations to meet with the National Minimum Standards**

R1. Improve records of fire evacuation drills.

R2. Ensure that a formal process of staff supervision and appraisal is maintained.

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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